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ABSTRACT

The California State University's statewide outreach programs to improve student preparation and access are described. An introductory section explains the origins and evolution of the outreach program since 1985, when a report on underrepresentation of Hispanic students prompted expanded recruitment effort. The state university's systemwide outreach activities are outlined, including publications, educational videos for middle and senior high schools and community colleges, posters, outreach to parents, a parental involvement project, a calendar geared to Spanish-speaking parents, and conferences and newsletters. System outreach programs funded from the general fund or lottery are listed separately. They include: a college readiness program providing academic enrichment; the Mathematics, Engineering, and Science Achievement (MESA) recruitment program; special services to high schools, bringing university students into the schools to talk to prospective enrollees; the Step-to-College program waiving or reducing registration fees for promising students; the intersegmental California Academic Partnership Program funding curriculum projects and diagnostic testing; transfer centers; an Educational Opportunity Programs transfer project; a program for associate-degree holders successful in vocations to return to college; Graduate Equity Fellowships; a forgivable loan/doctoral incentive plan; and a University of California/California State University pre-doctoral program. (MSE)

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CSU

Outreach Programs

A Progress Report 1988

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Progress Report

On

CSU Outreach Programs

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THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

1988 PROGRESS REPORT ON CSU OUTREACH PROGRAMS

Executive Summary

Improved student preparation and access to The California State University is a primary objective of systemwide outreach efforts. In early 1986, an Admissions Information Plan was developed to (1) inform prospective students about the admission course requirements, (2) encourage them to enroll in those courses, and (3) effectively reach students from underrepresented groups. This is a progress report on the programs and activities developed and expanded to achieve these objectives.

This report describes the CSU outreach paradigm. It encompasses the educational pipeline continuum from K-12 through doctoral studies. It is presented in three sections: (1) background of systemwide educational equity outreach initiatives; (2) description of the various programs and activities that comprise CSU systemwide outreach programs; and (3) a series of findings based on CSU experience to date.

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PROGRESS REPORT ON CSU OUTREACH PROGRAMS

Background

For several years The California State University provided services to students and schools with the goal of increasing the number of underrepresented minority students in higher education. The publication of the 1985 report from the Commission on Hispanic Underrepresentation, **Hispanics in Higher Education: A CSU Imperative**, provided significant new outreach recommendations which have since been implemented.

In 1986 The California State University broadened educational equity priorities and renewed its commitment to serve underrepresented students. The CSU report, **Educational Equity in the California State University — Which Way the Future?**, defined access as "the process of aggressive outreach and recruitment efforts which results in an increase in the number and proportion of minority and other historically underrepresented students who seek and gain admission to the CSU."

Chancellor Reynolds that same year approved a new systemwide policy on Outreach and Recruitment which was developed by the Admissions Advisory Council. It included guidelines for expanding and improving recruitment efforts for all students, with particular emphasis on students from underrepresented ethnic groups. A systemwide Outreach and Recruitment Advisory Committee was established to provide ongoing support and regional staff development activities for campus outreach personnel.

Since then CSU outreach has evolved into a collaborative and comprehensive undertaking that considers every stage of the student pipeline. It reaches students early in their school experience; addresses college preparation and recruitment in high school; intensifies outreach and articulation at the community college; increases support for postgraduate and doctoral studies and improvement in the preparation of future teachers. Attachment A depicts the wide variety of CSU activities that span the education pipeline and address educational equity.

The benefits of collaborative ventures with other educational institutions are necessary: access of first-time freshman minority students is largely dependent on increasing the pool of eligible students. Early and consistent collaborative outreach work with schools and community organizations to reach students is an important component of most recent CSU initiatives, as have been efforts to better inform families of college preparation requirements. CSU campuses are working with high schools to monitor enrollment increases in college preparatory courses at selected schools with high populations of ethnic students underrepresented in the CSU.

The more aggressive approaches called for in the new outreach and recruitment policy have produced results. Since 1984 (when subject requirements in English and math were first introduced) first-time freshman enrollment increased by 40 percent for Hispanic students, 14 percent for Blacks, 34 percent for Asians, and 42 percent for other nonwhites. Overall increase for the same period is 18 percent. From 1986 to 1987 alone Black first-time freshman enrollment increased 9 percent and first-time freshman Hispanic enrollment increased 23 percent. The percent of nonwhite transfer students also has continued to grow. Outreach to transfer students is specifically targeted to Black and Hispanic students. Black transfer students increased from 1986 to 1987 by approximately 5 percent and Chicano students by over 9 percent.

While we are encouraged by increases in enrollment of Hispanic and Black students, proportionately they remain underrepresented relative to their numbers in the population. We are confident that we will accomplish educational equity in the near future.

The next section describes CSU systemwide outreach efforts. Parenthetically it should be noted that CSU includes programs to improve the preparation of teachers and retention programs in our comprehensive educational equity effort.

CSU Systemwide Outreach Activities

The programs and activities listed here include only those that have been developed at the **systemwide** level. The wide variety of approaches developed by Admissions, Relations with Schools, and Student Affirmative Action at each of the campuses is not included. It should be noted that each campus, through its local resources, has developed aggressive programs tailored to local population needs.

Publications

- A new booklet, **CSU Excites Your Imagination**, highlights systemwide strengths and accomplishments and points out the quality, diversity, and advantages of CSU campuses. It is designed to stimulate the interest of intermediate and junior high school students and inform them of the many opportunities open to them through the CSU.

- This spring, copies of the booklet, **Futures, Making High School Count**, were distributed to all 8th-graders in California. A letter to families from Chancellor W. Ann Reynolds, written in both English and Spanish, accompanied the booklet. The booklet is designed to help students keep the door open to the future by early planning of their high school course program which prepares them for college or employment after high school graduation. CSU is the only segment that has produced a Spanish translation of this booklet.

- **CSU and You**, A Guide for Community College Transfers to the California State University, is a booklet written for community college students who may be considering transfer to the CSU. The booklet provides community college students and their families with information helpful in understanding application procedures, admission requirements, availability of financial aid, transfer of credit, and other services which facilitate the transfer process.

Educational Videos for Middle and Senior High Schools and Community Colleges

- The music video, **All You Can Dream**, carries a message to young people, sung by Nia Peeples of television's "FAME," to "stay in school, get an education, give yourself a chance." A Spanish version, **Y Porque No Sonar**, adapted and sung by Antonio de Jesus, popular Latin vocalist, also aired on Spanish-speaking radio and television. Featured on the video and on several public service announcements adapted from the original video in both English and Spanish are entertainers and celebrities. Actual CSU students and faculty carry out the story line depicting an Hispanic student who makes the decision to go to college.

- A companion video for the booklet, **Futures, Making High School Count**, was produced by the CSU in spring 1988 and sent to all California middle and senior high schools with a population of 40% or more underrepresented students. This video describes the high school courses needed for admission to universities, highlights career options for students, and gives an overview of California colleges and universities. The video is also available in Spanish.

- A new updated visual presentation, **Financial Aid**, for use with students, parents, teachers and counselors describes the process of college selection, reviews college costs, and describes available financial aid. This video provides comprehensive step-by-step guidance for parents and students who must plan for meeting college expenses. Specific suggestions help families identify potential sources of financial aid, estimate their eligibility for assistance, and apply for financial aid using the FAF (Financial Aid Form) or SAAC (Student Aid Application for California) form. Copies of this video in both English and Spanish have been provided to schools with high populations of underrepresented students.

  A CSU transfer video, **CSU! What A Difference**, was produced to encourage prospective community college students to consider transfer to the CSU. It provides an overview of educational opportunities offered by the CSU and the support services available on campus. Five CSU students who transferred from a community college talk about how they selected the CSU campus and programs that best suited their educational and career goals. Copies were distributed to all California Community Colleges.

Posters

- Fifty thousand copies of a new poster, **It's a Great Feeling!**, were distributed to junior and senior high schools throughout the State. The poster, showing a smiling CSU student on graduation day, reminds students of course requirements for admission to the CSU.

- **Listen to the Stars** is a companion poster to the CSU music video, **All You Can Dream**. It depicts the same message as the music video through captions and photographs of the movie stars appearing in the video and also lists CSU freshman admission requirements. This poster has been distributed to California middle and high schools.

Outreach to Parents

- Chancellor Reynolds sent a letter to families of all 8th grade students in predominately ethnic minority public middle and junior high schools throughout the State. The letter, written in both English and Spanish, notified parents and students of the new admission requirements and encouraged them to plan for high school and the future. A high school planning chart was also enclosed.

- A letter written in both English and Spanish was sent from Chancellor Reynolds to the families of 10th grade students explaining the changes in the CSU admission requirements. Parents were encouraged to meet with a high school counselor to plan the next two years of high school so that their children would enroll in courses to qualify for admissions to the CSU.

- The "Outreach to Hispanic Parents" program was initiated in collaboration with the Catholic Archdiocese of Los Angeles and CSU, Los Angeles. The principal goal of this program is to reach parents of intermediate and junior high school students for the purpose of raising awareness of the importance and the availability of postsecondary education for their children. The program is now being conducted by the campus.

Parental Involvement Project

Three CSU campuses are piloting a project designed to increase the involvement of parents in the education of their children. The goals of the program are to equip parents with the skills necessary to help their children improve their academic performance and school attendance and involve parents more actively in the academic aspects of their children's education.

Calendar

An 18-month calendar geared to appeal to Spanish-speaking parents is planned for distribution in spring 1989. The calendar features pictures of Hispanic families and family events related to education. It will list, as reminders to parents and students, dates important in the process of applying for CSU admission and financial aid.

Conferences and Newsletters

- The **CSU School and College Review** continues to serve as an effective newsletter to keep schools and colleges informed of CSU policies, procedures and other information. The Review has become the one written resource that all school personnel can refer to for up-to-date policy interpretation.

- High School and Community College Counselor Conferences have been a mainstay of communication between CSU outreach staff and high school and community college counselors. Presentations focus on admission requirements and practices, educational equity outreach efforts, and collaboration within the CSU and across institutional lines.

- Regional workshops with high school principals were held for the purpose of keeping the principals informed of CSU initiatives, strengthening their ties to the CSU campuses, and enlisting their support in improving the preparation of students entering college.

System Outreach Programs: Funded From General Fund or Lottery

College Readiness Program

The College Readiness Program (CRP), a collaborative program between the CSU and the State Department of Education, provides academic enrichment for Black and Hispanic students in 21 selected intermediate schools using trained student interns from five CSU campuses. This new program is designed to improve academic preparation and college-going rates of underrepresented students. CRP intermediate schools have enrollments of 500 or more students and Black or Hispanic populations of at least 40%. Selection of the participating schools was completed in 1986 and the program became operational in January 1987. An evaluation of the first year's efforts of the College Readiness Program shows that of the approximately 1,000 students participating, 65.8% of the 8th-graders were recommended for college-level mathematics and 71% were recommended for college-level English as compared to 14.8% and 23.5% of their middle school counterparts.

CRP students are chosen because they achieve at grade level in the 6th grade, but are beginning to display need for additional assistance in the development of higher cognitive skills in mathematics and English in order to proceed to a college preparatory curriculum by grade 9. The program's success will be assessed primarily on increases in the number of students in the target schools who enroll in Algebra I and college preparatory English in the 9th grade.

Mathematics, Engineering, Science Achievement (MESA)

For many years the CSU has supported one of the nation's most effective programs for recruiting and preparing underrepresented minority students for math/science based majors and engineering. Eleven CSU campuses currently participate in **Mathematics, Engineering, Science Achievement (MESA)** programs.

Special Services to High Schools

Lottery funds in the amount of $500,000 were made available to enable selected CSU campuses to respond more effectively with outreach activities to 167 high schools with Hispanic and Black enrollments of 60%

or higher. Funds were distributed to CSU campuses at the rate of $3,000 for each school. These funds are being utilized by 15 campuses to employ approximately 226 CSU students to reach over 101,700 students, the majority of them in the 10th grade. CSU students inform them about the admission requirements and assist them to qualify for CSU admission. In the coming year the budget is being increased to $812,000 to enable campuses to serve 9th and 10th grade students in 203 schools. A majority of California's underrepresented minority 10th grade students are being served through this highly successful program.

Step-to-College

Step-to-College, a program which allows campuses to waive or reduce registration fees for high school juniors and seniors who enroll in one or two regular university courses per term, focuses on promising underrepresented minority students. Participating high schools are responsible for screening and recommending students for the program, while CSU is responsible for academic advising and course selection. This program enables promising high school students who would not normally aspire to university attendance to earn college credit and gain familiarity with a college campus.

California Academic Partnership Program

The intersegmental California Academic Partnership Program (CAPP), administered by CSU, is aimed at increasing the pool of students eligible to attend college, especially those students from ethnic groups underrepresented in postsecondary education. CAPP achieves its aims in two ways: (1) by funding curriculum development projects through which secondary and postsecondary faculty work together to enhance the preparation and motivation of students for college attendance, and (2) by funding diagnostic testing projects to provide diagnostic tests to secondary teachers to assist them in identifying which skills and knowledges in a particular subject area their students have mastered and which need further work. In 1987-88 the CAPP-funded Mathematics Diagnostic Testing Project provided tests and testing services to 285,000 students in grades 7-12. More than 7,000 students in grades 6-12 participated in the curriculum development projects in 1987-88. The greatest number of these students were 9th-graders, while the largest percentage of the participants were Hispanic (35%) and Black (12%).

Transfer Centers

Fourteen CSU campuses are participating in the Transfer Center Project. This intersegmental project addresses declining transfer rates, especially low participation rates among Black and Hispanic community college students in baccalaureate study. The centers serve as the focus for academic articulation and provide academic advisement and application assistance. Project ASSIST is funded as part of the Transfer Center Project and is a cooperative venture between participating UC, CSU and community colleges to develop a computer cross-reference of transferable course credit, as well as courses applicable to CSU general education requirements. Ten campuses received funding for Project ASSIST.

EOP/EOPS Transfer Program

The CSU initiated a pilot EOP/EOPS Transfer Project at seven CSU campuses. Potential transfer students are identified and provided with priority EOP admission, including orientation sessions, Summer Bridge programs, and an EOP grant if the students are eligible. In 1986-87, about 200 transfers entered the CSU via this program.

2 + 2 Projects

CSU, the California Community Colleges and several local school districts will be involved in pilot projects, beginning in 1988-89, to develop and implement academic programs in a restricted group of vocationally oriented majors to allow students with AA degrees or community college certificates to return for the baccalaureate degree in CSU. These programs are designed for individuals who are successful in a vocational occupation, but wish to return to college to broaden their educational experience, and to learn skills that will prepare them for entry-level management opportunities.

Graduate Equity Fellowships

The Graduate Equity Fellowship program was established to increase the proportion of underrepresented persons attending and completing graduate study by supporting students in the CSU who plan to ultimately complete doctoral programs and seek professional employment in postsecondary education. The program provides fellowships, faculty mentoring, and research opportunities. This year 277 students received approximately $500,000 in fellowships.

Forgivable Loan/Doctoral Incentive Program for Minorities and Women

The CSU Forgivable Loan/Doctoral Incentive Program, supported by Lottery Revenue Funds, provides loans to ethnic minority and women doctoral students in fields where they are underrepresented in the CSU faculty. Loans of up to $10,000 per year for up to three years are offered. Upon completion of the doctorate, 20% of the loan is forgiven for each year of teaching in the CSU. The Forgivable Loan Program serves as a means for early outreach to ethnic minority and women doctoral students by providing financial support to assist them in completing their doctorates and by providing an incentive for them to consider employment in the CSU. In 1987-88, 60 students participated in the program, and an additional 40 students have been selected for 1988-89.

UC-CSU Pre-Doctoral Program

To further increase the number of students from ethnic groups who progress through the educational pipeline and obtain graduate degrees, the UC and CSU have submitted a joint proposal to the U.S. Department of Education to establish a Pre-Doctoral Program for Minority and Women Students. The proposal addressed the compound problem of deficiency in numbers of minority students preparing for academic careers, and the expected acceleration of demand for new higher education faculty early in the 21st century. It is particularly appropriate, we believe, for California to mount such an effort now, for California is in the vanguard of demographic change in the U.S. The proposed program would allow faculty from UC campuses to work closely with CSU faculty to identify academically talented minority students and provide them with appropriate opportunities and experience to encourage them to enter academic careers. An important additional goal of this proposal is to develop a strong core of faculty involvement in commitment to minority student identification, referral, and guidance, especially across traditional institutional lines. The pre-doctoral program should promote significant increase in minority enrollment in graduate programs, and ultimately in minority faculty.

What We Have Learned

The several assertions in this section represent a synthesis of what has been learned in recent years about educational equity outreach. These findings will direct future CSU outreach efforts and, to a major extent, will also guide proposals for increased funding.

- The most effective overall outreach approaches are those that combine campus resources from various sources into one well-conceived, carefully developed, multifaceted program;

- Outreach efforts are most successful when they are developed jointly, in partnership with the junior and senior high schools and/or community colleges;

- Principals can and do make the difference in the effectiveness of our work with middle schools and senior high schools; the success of new programs is linked largely to visible active support from school leadership; the same can be asserted relative to the administrative leadership in community colleges;

- Faculty involvement from participating segments is a key ingredient in the development and implementation of student preparation programs; increasingly programmatic outreach emphasis is on the development of competency in content areas such as language arts, mathematics and science;

- In areas where high drop-out rates are evident, early intervention can and does work; our experience with the College Readiness Program, the Tanner testing projects and CSU campuses' early outreach programs demonstrate the effectiveness of such activities, especially those that are jointly developed with the schools;

- CSU middle school partnerships have demonstrated that the presence of colleges and universities enhances school efforts to improve the level of parental involvement in their children's education;

- The use of carefully selected and well-trained student interns working in the schools is one of the most effective means of engaging younger students in their own education; this approach is also an effective means of recruiting CSU students to the teaching profession;

- Sustained programs that include regular contact with students in small groups is a far more effective and more economical approach with the majority of students than either "one-shot" school visits or dependence on one-on-one tutoring;

- Collaborative learning approaches in which small groups of students assist each other work extremely well with 6th, 7th and 8th grade students; such teaching modes are being implemented in many schools and have positive effects not only on students' academic performance, but also on student persistence in school;

- Effective outreach to community college students requires that CSU staff be thoroughly trained and knowledgeable about policies pertaining to transfer of credit and articulation; for many CSU campuses this has created the need for extensive staff development activity;

- The "transfer center" concept provides an important support for community college students; the availability of information about transfer in one central location on CCC campuses enables improved transfer information dissemination and regular, systematic contact between students and university staff;

- Increased attention will be given to careful assessment of outreach and access for various subgroups of the Asian Pacific population;

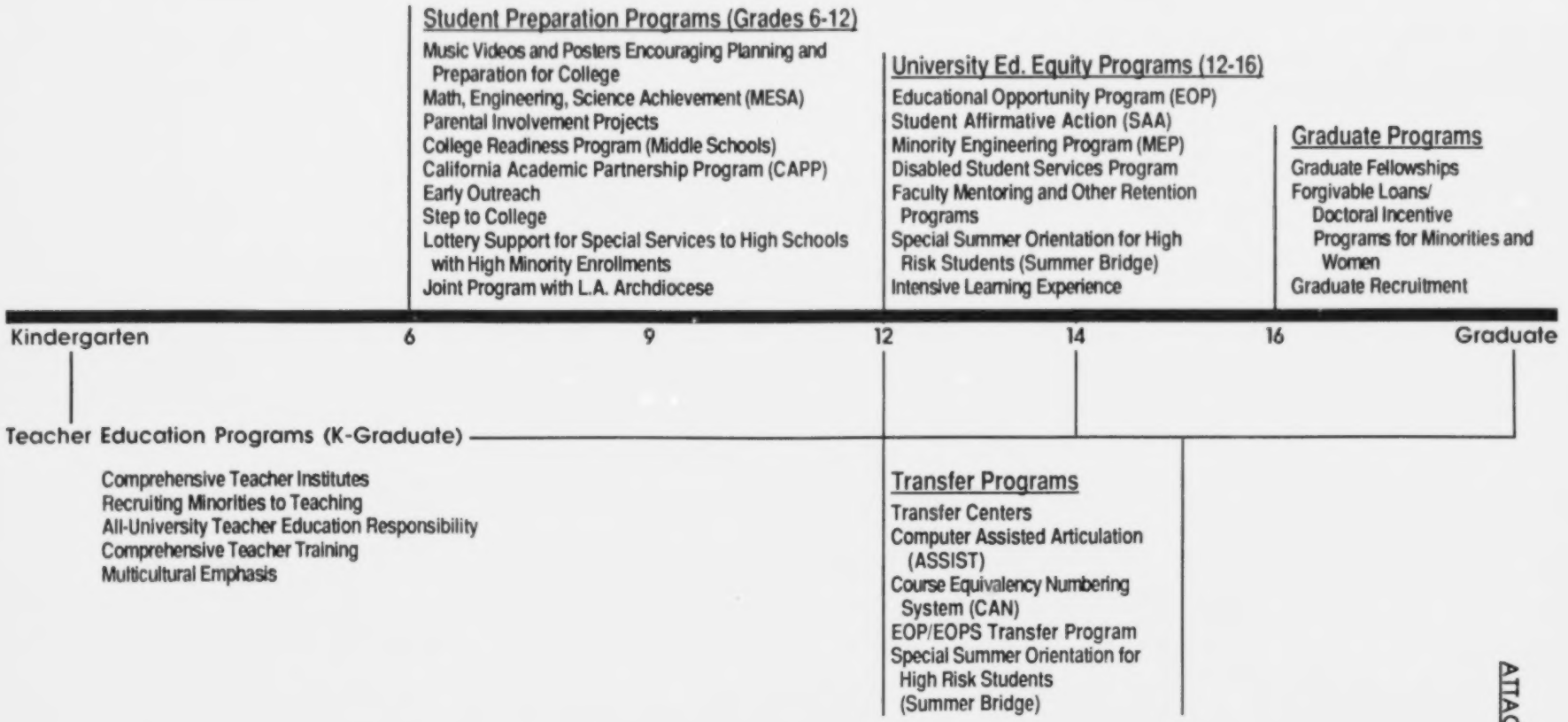
- Cost and indebtedness are strong deterrents to participation of students from ethnic underrepresented groups at all postsecondary levels and this is especially true for graduate education;

- Increasing the number of students with baccalaureate degrees does not mean a corresponding increase of those seeking a master's degree;

- The student preparation and access issues come full circle with the Forgivable Loan/Doctoral Incentive Program. The Forgivable Loan Program will increase the number of faculty members who can serve as role models and who have the background and skills to provide support and encouragement to students to increase persistence, graduation, and pursuit of graduate studies.

THE CALIFORNIA STATE UNIVERSITY EDUCATIONAL EQUITY EFFORTS

(PARTIAL LISTING TO DEMONSTRATE VARIETY AND SCOPE)



Office of the Chancellor
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ATTACHMENT A